

Research Article

A Conceptual Framework of the Factor Influencing Democratic Citizenship in Civic Education

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Abstract.

Politicians and scientists all over the world agree that democracy requires educated citizens. However, controversies exist around the issue of what kind of education befits democracy. Civic education is a vehicle to sustain and develop democracy. It is important for creating democratic citizens and supporting the democratic machinery. However, what competencies should be taught in citizenship education that support the formation of democratic citizens is currently still under debate by scholars. In this study, 10 relevant articles were selected from the SCOPUS database using the PRISMA method to discuss the theme in question. It was found that there are five competencies, namely knowledge, skills, attitudes, values, and behavior that must be studied in citizenship education to form democratic citizens, along with their respective indicators. Each indicator has further explanation so that it can be applied in civic education learning.

Keywords: democratic citizenship, civic education, conceptual framework

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1. INTRODUCTION

Citizens political knowledge is increasingly important for the study of political action in modern society. Because knowledge is very influential in understanding complex political problems, coupled with very rapid advances in technology, citizens have various alternatives to choose from to solve the problems they face. Knowledge of the problems of democracy and the mechanisms of its functioning is not enough to teach students civic competencies and their further strengthening. Therefore, a complex and multi-perspective education system is needed based on specific objectives and relevant methodology so as to give birth to the transformation of democratic society through citizen involvement [1, 2].

In the context of general education, education for democratic citizens aims to produce a creative perception and thorough study of the environment in which each student

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is recognized and valued as the most important member of the school community. Through the practice of democratic citizenship, students are involved in public life and activities that are designed from the start and, at the same time, create new democratic experiences for them [3]. According to modern studies, democratic citizenship is necessary for students to become active members of a democratic society, aware of their public roles and functions [4]. Democratic citizenship is not achieved in schools by itself, so school communities must make every effort to develop those democratic opportunities in students through systematic teaching and practice [5, 6].

The aim of democratic citizenship education in the context of students may be to consider cognitive and ethical considerations, which include: (a) subject matter and teaching methods related to democratic citizenship competencies; (b) students' situations in the learning process are facilitated for the disclosure and development of students' thoughts and actions; and (c) daily life at school, where every school activity is carried out as an institutional social activity. Democratic competence as an important component of citizenship education is reflected in the formal curriculum through teaching and the hidden curriculum through rules of behavior, school mission, and classroom interaction.

2. METHODOLOGY/ MATERIALS

This research uses a systematic literature review approach to explore and expand understanding of the concept of democratic citizenship in citizenship education. The PRISMA model is used in this research in order to present clear and relevant information. Systematic reviews have different characteristics; in this case, the research is carried out without statistical analysis but through previously formulated questions, followed by collecting data to find, select, and critically assess relevant literature. Apart from that, this article focuses on answering the question, What are the factors that form democratic citizenship that should be taught in citizenship education? The data search used the Scopus database with the keyword "democratic citizenship" to search for various articles and "civic or citizenship education" published in the 2016–2023 period and written in English. These criteria are used so that the documents found are truly relevant to answering research questions. There are procedures carried out to maintain credibility, responsibility, and transparency in identifying what has been done, discovered, and reported. This procedure aims to reduce selection bias and conclusion bias. We found 1878 potentially relevant documents, then the year of publication is limited to the 2016–2023 period, reducing to 1242 documents. To make it easy to get articles as references,

open access journals were chosen so that the documents were reduced to 328. Then, from the 328 articles, filtering was carried out on article titles related to democratic citizens and citizenship education, resulting in 254 relevant articles for further review of the abstracts, which resulted in 54 relevant articles. The final step is to read all the articles, then select 10 articles that are truly relevant to the research objectives.

3. RESULTS AND DISCUSSIONS

Education is absolutely necessary to form mature democratic citizens who can make rational decisions about various problems in modern life, contribute to the formation of correct public opinion through active participation in issues, and act as responsible subjects in society's decision-making [7]. Adolescence is a period when local community affairs enter into youth experience and youth begin to understand various human relationships. Therefore, civic education for democratic citizenship should be included in this period [8, 9].

Citizenship education has become an integral part of education that accompanies the growth of nation-states and the expansion of public education in various parts of the world [10]. One of the important goals of education in general and citizenship education in particular has traditionally been to maintain national order and foster citizen loyalty to the ruling regime [11, 12]. In this context, education and schooling provide services to instill the right type of knowledge, behavior, and character, as understood by the government and the ruling elite, for all citizens in a country. On the other hand, democratic education is also needed to prepare citizens to participate effectively in democracy. Thus, there is a gap in the education system to prepare young citizens to become patriotic, obedient citizens, on the one hand. On the other hand, education is required to form democratic citizens whose knowledge, skills, and attitudes are non-dogmatic, critical, and respectful of diversity.

The goal of democratic citizenship education is to familiarize students with the dynamic, interdependent, and diverse environments in which they live. Activities like these help develop the involvement and responsibility of the younger generation. The result is sustainable action that serves as the basis for democratic citizenship, starting at a young age and continuing throughout life through formal and informal education [13]. Education for democratic citizenship remains a central topic in current educational policy, according to a survey of contemporary scientific literature. Educational theorists and policymakers interpret and assess its goals, principles, and approaches differently,

but they all agree that democratic citizenship is characterized by knowledge, ability, and experience of democratic behavior [14, 15].

Westheimer and Kahne [16] discuss three types of citizens with different programs for forming democratic citizens: personally responsible citizens, participatory citizens, and justice-oriented citizens. In their discussion, they pointed out that while current citizenship education programs tend to focus on developing personally responsible citizens who are disciplined, volunteer-minded, and law-abiding, what is needed now is to encourage students to participate and think about the root causes of problems and ideals. In line with this, the aim of education in a democratic society, according to Schuler, [17] is to enable the development of the social intelligence of young people by encouraging them to solve communal problems through a process of collective deliberation and mutual concern for the common good. Therefore, the role of schools is to provide a democratic environment where students can practice their democratic way of life. Encouraging democratic practices is the most promising way to introduce democracy and democratic values and attitudes. Therefore, schools are socialization agents that contribute significantly to forming active and democratic citizens.

Democracy scholars and educators argue that high-quality citizenship education must instill in students a “sense of participation in political participation and citizenship” [18] or a sense of being “good citizens” [19]. Being a good citizen requires more than simply memorizing the facts of government; it rather requires careful attention to the capacities, connections, and commitment that lead to active participation in the civic realm. Therefore, democracy experts and educators argue that civic education learning must be able to foster the skills, habits, and character that citizens need to have a deep-rooted ideology and develop democracy.

Democracy is more than just a system of government, but can also be understood as a philosophical and moral orientation towards the world that respects every human being as basically equal and valuable [20, 21]. In the understanding of democracy, justice is a core and practical goal. Therefore, Westheimer and Kahne [16] emphasize justice-oriented citizenship which is very helpful in articulating what kind of citizenship education should be taught. In their civic typology, justice-oriented citizens critically analyze social systems to move beyond the surface level of issues; always attuned to trying to find and resolve injustice; understand the root causes of injustice; and perhaps most importantly understand how to catalyze systemic political change. Schools and communities enable students to acquire the characteristics necessary for active and effective citizens in a democratic society. Other scholars claim that through experience

schools promote the development of civic engagement, suggesting that schools are important in preparing students to participate in a democratic society [22–24].

In addition, Print [24] argues that apart from non-school factors such as family, media, peers or society, school factors are important in studying democratic citizens. In the school realm he differentiates formal and informal learning. Formal learning takes place in the form of subjects, while the informal curriculum includes planned learning in the form of instrumental and expressive activities. Instrumental activities develop civic engagement, such as student governance or student elections, while expressive activities such as sports, band or social activities do not appear to have much influence in building student political involvement [24–27].

TABLE 1: Factor that affect democratic citizenship should be applied to CE.

Author, Year and Country	Design and data collection	Factor that affect democratic citizenship should be applied to CE
Reichert (2016) Australia	Qualitative study	Education for democtaric citizenship conceptualized by three dimensions or aspect : the development of cognitive, affective and behavioral competencies. These contain knowledge about democracy, principles and processes and historical developments as well as precent issues in society; democratic attitudes and value choices; and active participation cooperation and involvement in democratic problem solving and decision making.
Boontinand & Petcharamesree, (2018) Thailand	Qualitative study examines	the virtues of participation social commitments seeking mutual understanding through deliberation respect for opposing point of views for citizens in a democracy
Mickovska-Raleva, (2019) Republic of Macedonia	Qualitative : Analyze textbook Civic Education and Curricula Quantitative : Frequnces of civic competences	The framework incorporates five dimensions of civic competence, encompassing the characteristics of active citizen, from the cognitive to the behavioral level Knowledge (e.g. knowledge of democratic institutions, political system, historical and cultural heritage, etc.) Skills (critical thinking and handling of information, communication skills, peaceful conflict resolution, taking part in political discussions, being able to take a position, evaluate a position/decision, etc.) Attitudes (e.g. feeling confident to engage politically, trust and loyalty towards democratic principles and institutions, openness towards different opinion, etc.) Values (e.g. acceptance of rule of law, tolerance and respect towards differences, belief in social justice, belief in the importance of democracy, etc.) Intended behavior (active in the political community, in the community and the civil society)
Gibson, (2020) USA	Theoretical Review	a justice-oriented citizen critically analyzes social systems to move beyond surface-level problems; is always attuned to seeking out and disrupting injustice; questions the taken for-granted assumptions and established practices of the status quo in order to betterunderstand the root causes of injustice; perhaps most importantly, understands how to catalyze systemic, political change
Ünal & Kaygin, (2020) Turkey	qualitative research methods with case study	Value Democratic Values Respect Respect of Differences Openness to criticism Being fair Responsibility Honesty Emphaty Behavior Voting in election Exercising rights Performing duties Obeying the rules Knowledge Legal knowledge Knowledge of democracy Knowledge of rights Knowledge of citizenship duties

TABLE 1: Continued.

Author, Year and Country	Design and data collection	Factor that affect democratic citizenship should be applied to CE
Cohen & Eyal, (2021)	Qualitative Research Method	In order for a society to be considered democratic, it needs to uphold two conditions. Foremost, the various members need to recognize society's shared common interests. Second, there must be free interactions between the different members that will necessarily lead to the readjustment of social norms and habits.
Kiess, (2022) Germany	Survey data covering nine European countries, namely, France, Germany, Greece, Italy, Poland, Spain, Sweden, Switzerland, and the United Kingdom	Political Knowledge Civic Responsibility Voting in national election Participation in confrontational and non-confrontational activities Trust in political institution Political Engagement
J.-T. Seo et al., (2022) South Korea	Survey	A democratic citizen is a person who can internalize and implement the basic values and concepts of democracy. It refers to a person who has the ability to make rational decisions based on basic knowledge, democratic values, and personal and social functions to improve the quality of life of people. Variable of democratic citizen : Human dignity Law-abiding spirit Rational decision making Sense of community
E. Finkel et al., (2023) Tunisia	Quasi-experimental studies	Vote intention Intention to register Campaign participation Political competency/efficacy
Malazonia et al., (2023) Georgia	Survey	Critical and independent thinking skill in students Knowledge about citizens right and responsibilities Ability to defend one's own views Protection and preservation of the environment Involvement in school life Participation in the local community Effective strategies to combat racism and xenophobia Participation in the future political processes

In the selected articles, there are researchers from various countries with the same issue, namely learning citizenship education for democratic citizens, including Australia, Thailand, the Republic of Macedonia, the USA, Turkey, Israel, Korea, Germany, Tunisia, and Georgia. Every country wants the goal of citizenship education to be to create democratic citizens. From the various indicators used as guidelines for each country, there are similarities and differences, so we can draw conclusions that are the main factors in forming democratic citizens. As stated by J. T. Seo et al. [35] that democratic citizens are people who are able to internalize and implement the basic values and concepts of democracy. The competencies that democratic citizens must possess are categorized into five aspects, namely knowledge, skills, attitudes, values, and behavior. The knowledge needed to form democratic citizens includes knowledge about democracy (law, democratic institutions, political system, rights and obligations, etc.), principles and processes of historical development, as well as current issues in society and

critical thinking [28, 30, 32, 34, 36]. Problem-solving skills, critical thinking and information handling, communication skills, peaceful conflict resolution, taking part in political discussions, and taking and evaluating positions [28, 30]. The attitudes needed to form democratic citizens include democratic attitudes, the virtue of participation, social commitment, mutual understanding through deliberation, respect for different points of view, confidence to be politically involved, trust and loyalty to democratic principles and institutions, openness to differences of opinion, and recognizing the existence of shared interests in society [28, 30, 33, 37]. Values of acceptance of the rule of law, tolerance and respect for differences, belief in social justice, belief in the importance of democracy, openness to criticism, empathy, responsibility, human dignity, law-abiding spirit, desire to choose and be elected, environmental protection and preservation, combating racism and xenophobia [30, 32, 35, 36, 38]. Active participation, cooperative behavior, voting in elections, participation in political campaigns, obeying rules, exercising rights and obligations, and free interaction between different members will lead to adjustments to social norms and habits. [28, 30, 32–34, 36].

4. CONCLUSION

As a good citizen, participating in democracy and having dedication to the concept of equal opportunities in diversity must be part of political life by voting, criticizing, and collaborating in community activities. In a democratic society, citizens need to adhere to basic principles such as public sovereignty and the rule of law, and good citizens respect the public interest and have firmly held fundamental values for the welfare of society. Therefore, citizenship education is needed that discusses rights, obligations, law, knowledge about democracy, and democratic values. The aim of democratic education is to produce citizens who are independent, think critically, and are very familiar with democratic views and practices. What is expected from democratic education is at least to foster individuals and groups so that they have the desire and base their actions on the spirit of finding compromises in seeking specific solutions to problems that are based on the general principles of majority regulation and guaranteeing minority rights, both in minority circles and in the nation-state. The ideal concept of democratic education is to develop political literacy. Political literacy is defined as knowledge and understanding of political processes and issues—knowledge and understanding that enables every citizen to effectively carry out his role as a citizen. Political literacy is not just a normative concept but a combination of knowledge, attitudes, and political skills.

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